

# Adaminaby Public School Annual Report 2015



## Introduction

The Annual Report for 2015 is provided to the community of Adaminaby Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Shannan Salvestro  
Principal

### School contact details:

Adaminaby Public School

11 Cosgrove Street

Adaminaby NSW 2629

Ph: 6454 2265

Fax: 6454 2552

Email: [Adaminaby-p.school@det.nsw.edu.au](mailto:Adaminaby-p.school@det.nsw.edu.au)

Web: [www.adaminaby-p.schools.nsw.edu.au](http://www.adaminaby-p.schools.nsw.edu.au)

School Code: 1007



## School background

### School vision statement

At Adaminaby Public School we strive to provide a broad range of experiences and learning opportunities within a practical, innovative and flexible curriculum that will engage and motivate all students to learn, discover and apply their knowledge within their school day and in their daily lives.

### School context

Adaminaby Public School is a small school in the Snowy Mountains, situated 54 km from Cooma. It provides a wide range of experiences in all key learning areas with an emphasis on developing literacy and numeracy skills. The school provides education for students drawn predominately from the rural areas of the northern Monaro.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our school commenced a program to establish more informed data collection processes to track and support student growth. Using the School Excellence Framework we were able to clearly monitor and validate the impact of our teaching and learning strategies throughout the year.

In the domain of Learning we found that we were excelling in the elements of Learning Culture and Curriculum and Learning, as our efforts have had a major focus in these areas. In Curriculum and Learning this is due to the changes that we have made that have come about from our strategic planning. Processes now in place for extra curricular learning opportunities, and curriculum programs and teaching, are very strong and evidence collected has shown that the impact is making a positive difference. Active partnerships have been achieved with families by the use of our classroom website which was established this year. This has led to more discussion with parents, where reviewing individual student needs is at the core of the conversation. These changes during 2015 have also made a positive impact to the schools Learning Culture, where relationships and support from students and community are respectful and positive, and the impact of this is a school environment conducive to effective learning. Staff collaborate and share responsibility of all student's learning, with weekly meetings set aside predominantly for conversations about student growth and achievement.

The Teaching element that has stood out as our strongest is Effective Classroom Practice, and evidence gathered has demonstrated that Adaminaby Public School is excelling in this area. This is largely due to the commitment to L3 professional learning, that not only has made a positive difference to the teaching of literacy but has changed teaching practices in all learning programs and across all stages. A clear commitment to using performance data and an understanding of how this drives the learning in our classrooms, as well as strong systems in place for making the learning visible for students, with learning intentions established and understood by students, has been the main area of improvement. Feedback to students has been a focus with the emphasis on ensuring that students themselves can acknowledge that they can improve their own learning. Collaborative Practice has been an element that was strong at our school for some years, but in 2015 examining ways to take this a step further was investigated. We now have teachers working together across K-6 to team teach, rather than have students in classes according to the age that they are. This has strengthened the consistency of curriculum delivery in classrooms and has also allowed opportunities for modelling effective practice and coaching support.

In the domain of Leading, School Resources is an area that we have excelled at, and has been a priority, as part of our School Plan. School resources have been optimised to ensure that improved student outcomes are at the core of these decisions. Plans have been made with the idea of long term in mind, and school facilities are being utilised by the broader community, for events such as wood fired pizza nights and the venue for markets and fetes. High quality staff are seen as the school's greatest resource and we have ensured that we have not only used finances to guarantee that our full time staff are upskilled but also by ensuring that casual staff in the local area are also receiving professional learning, to build up the teaching capacity across our entire Monaro network.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Excellence in Learning

### Purpose

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations, both now and in the future.

### Overall summary of progress

Plotting students progress on the Literacy and Numeracy continuums gave a clear picture of where students were at in different aspects of their learning and gave a direction of what learning opportunities needed to be provided to continue student's growth. All teaching staff used this cycle of continuously throughout the year and it enabled them to better differentiate the learning where they identified the need. Analysing data also led to understandings of the areas of need. For example in Literacy our data indicated an overall growth from 78% of students achieving or going beyond their expected level of learning to 85% of students reaching expected outcomes. However when analysed more intrinsically, we noticed that this statistic was not indicative of all aspects of Literacy. For example, students meeting reading benchmarks and expected levels in the aspect of Comprehension was 85% of students, but students meeting expected levels in writing was only 60% of students.

The Adaminaby Achiever program was celebrated in the school and held in high regard, however we have found it evident in student surveys that they are losing interest in the program. This may be due to the inconsistency of the rewards and the timely manner that this is carried out in. It also is indicative of the program being the same for a long period of time. Staff discussions have led to the conclusion that students are not linking the reward given to a particular behaviour and the feedback for students is not always clear.

Observations and analysis of student, staff and family feedback, have clarified that the Stephanie Alexander Kitchen Garden program is a positive way that we are affecting student engagement in the school.

The L3 Professional Learning opportunities throughout the year provided knowledge and expertise in being able to assess the learning spaces in the classroom. Observation time and student feedback provided good information to make judgments on the impact that this was making to student engagement and learning and our progress in this area has been determined as successful.

Being able to use the expertise of local people to provide woodwork has had multiple benefits. Valuing our local community members strengthens ties with community and gives positive messages to students. This has enhanced student engagement and attendance.

---

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)	<ul style="list-style-type: none"> <li>Plotted students on the Literacy and Numeracy Continuums as they achieved outcomes. Utilised PLAN software, and used this to monitor individual student learning needs.</li> <li>Professional learning and release time used to participate in planning and evaluation of school programs and practice, as well as analysis of student achievement data to identify and address individual student learning needs.</li> </ul>	\$2074 – casual relief
Maintain Student attendance rate at or above state average.	<ul style="list-style-type: none"> <li>Continued to refine Adaminaby Achievers Positive Behaviours Program.</li> <li>Stephanie Alexander Kitchen Garden (SAKG) program implemented throughout the year focusing on healthy eating and healthy lifestyle choices.</li> <li>Organised classrooms so that they are inviting and print rich, with learning centres to allow a safe, supportive environment to enable learners to develop confidence, take risks, learn to work independently, and develop social skills while becoming self managed learners who can problem solve to complete tasks.</li> <li>Weekly woodwork program for 3-6 students using the expertise of local community members.</li> </ul>	\$243 – Achievers prizes – Classroom Supplies \$736 woodwork – equity \$3486 – SAKG, equity
Maintain or increase the number of families accessing the school's playgroup service. (currently 7)	<ul style="list-style-type: none"> <li>Continued to provide a playgroup program with a focus around literacy and numeracy, to lift the skills of incoming kindergarten students and strengthen relationships with community.</li> </ul>	

---

## Next steps

To continue our journey towards our goal of school based data indicating that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy we need to make sure that we look deeper into our data and not just overall figures, as our data suggests that we are already there – however in some aspects we are not. We need to look at using the student's strong understandings in some areas to help them make links and improve in other areas, so that we can achieve reciprocity. To do this we will continue to make individual plotting of student achievements regular practice, and focus on using this data to identify areas of need and areas of strength.

The Adaminaby Achiever program needs to be tweaked to keep it relevant to the current student cohort. It needs to have clear expectations and feedback for students for it to be a meaningful program for students, and something that the students value.

Our programs, such as Stephanie Alexander Kitchen Garden and Woodwork, that we have evidenced make a positive impact on student engagement and attendance will continue to be a focus in our school, but we will continue to regularly evaluate and adapt as needed.

In 2016 we will be focusing on an Art Show and Whole School Performance and drama, dance, music and performing arts workshops will be incorporated on a regular basis.

We will look at ways we can further strengthen transition to school and to high school to positively impact on student growth in Literacy and Numeracy and wellbeing during these transition processes.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To ensure that student learning is underpinned by high quality teaching practices and is consistently implemented across the school through strong professional development and a shared responsibility for student improvement.

#### Overall summary of progress

Adaminaby Public School continued its commitment in giving teachers the opportunity to attend the L3 professional learning at both the kindergarten and Stage 1 levels, ensuring that all teaching staff were trained, including regular casual teachers, to guarantee that the learning in the classroom remained consistent, regardless of the teacher present on any given day. This consistency in the quality teaching practices of staff contributed to the growth for the students as indicated from data collected. Including reading levels, math's benchmarking, observations and notes made during class discussions and writing samples. Our overall data shows a growth from 78% of students achieving at or beyond expected stage standard in Literacy and Numeracy, to our goal of 85%. However, when looking at individual aspects in both Literacy and Numeracy some growth has been greater in some areas than in others.

All staff attended training regarding the Performance and Development Framework, and showed their commitment and understanding to this by setting achievable, realistic and relevant goals, with student's growth as their driving influence.

Planning was collaborative, on a school level, for all classroom learning and this was also followed up by implementing regular reflection and feedback sessions. Team teaching was also instigated this year, which ensured collaboration as an essential part of making this a successful teaching practice for all students. Collaboration of practices was also achieved on a wider level during Monaro Education Meetings, Monaro Small School Network Meetings and as part of L3 training sessions. This achievement is particularly critical for Adaminaby Public School, as a small isolated rural school, as this type of collaboration and opportunity for reflection ensures that practices at the school are consistent with schools in our network, and a greater team approach allows for stronger and smarter ideas and decisions.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	
School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)	<ul style="list-style-type: none"><li>Implemented L3 in the K-2 literacy group, and modified implementation in the 3-6 group, using the L3 pedagogy.</li><li>Explicit teaching of inferential questioning and a variety of comprehension strategies, including the use of L3 'Reading To' strategies.</li><li>Utilised the High Country Learning Model to teach planning tools and strategies for independent writing.</li></ul>	\$8361 – L3 and maths initiatives implementation – casual relief, professional learning, resources

	<ul style="list-style-type: none"> <li>Implemented strategies from TEN program, with focus on hands on activities, problem solving and explicit teaching of all mathematics strands.</li> <li>Explicitly taught digital literacy skills to develop student's understandings and skills.</li> </ul>	
All staff indicate understanding of and commitment to Performance and Development Framework.	<ul style="list-style-type: none"> <li>Teachers collaboratively set goals for their professional development to improve their performance. Professional learning and opportunities were given to engage in coaching conversations and goal setting to improve practice, aligned to the Performance and Development Framework.</li> <li>Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observation and feedback</li> <li>Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observation and feedback</li> </ul>	\$4593 – casual relief
All staff actively engaged in shared programming and planning	<ul style="list-style-type: none"> <li>Shared planning, team teaching and reflective practices to build teacher and student capacity that has strong focus on 21<sup>st</sup> century learning.</li> <li>Engaged with Monaro Small School's Network to build staff capacity in quality planning, teaching, assessing &amp; reporting.</li> </ul>	\$2015 – casual teacher relief \$229 – course fee

## Next steps

The improvement measures identified, will continue, as it has been evident that the progress made has been beneficial to student growth. Care will be taken to ensure that the improvement measure of 85% of students achieving at or beyond expected stage standard in Literacy and Numeracy applies to each individual aspect. Currently data is indicating that writing is an area where this target is not being met, and in 2016 we will expand the level of all teacher's knowledge in the L3 practices, to enable more experience in the teaching of writing. The school's Learning and Support Teacher will be utilised to maintain smaller group sizes with explicit instruction for writing.

In 2016 the school will commit to HOW2Learn, attending sessions to train a trainer and rolling out the modules of phase 1 to staff. This will lead to a deeper understanding of strategies focused on building student's capacity to learn.



## Strategic Direction 3

### Strong Leadership

#### Purpose

To ensure learning for students is fostered from strong, strategic and effective leadership based on quality educational delivery and consistent, high standard and shared professional practices.

#### Overall summary of progress

Strong leadership ensured that learning for students was based on quality educational delivery by strategically managing resources that allowed for meaningful professional learning, that has had a consistent and sustainable change in the practices in the classroom. Changes evident in the classroom from this effective leadership is visualised by witnessing an emphasis on collaborative processes among students, visible learning and inquiry based learning.

Strengthening our communication links with families and the community has been a first step in establishing systems that promote a parent voice in school planning and consultation. This has been demonstrated by positive feedback from parents and an increase in the conversations that are occurring with parents and the community, which relate more directly to current school practise and discussing future directions, than what has been evidenced in the past.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
School based data indicates that 85% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 78%)	<ul style="list-style-type: none"><li>Developed capabilities of staff to demonstrate leadership of their classroom, their strategic direction and whole school initiatives.</li><li>Shared and active engagement of all staff in distributed leadership processes to further develop leadership capacity and sustain improvements in teaching and learning.</li><li>Implemented strategic financial management to maximise resources available to implement the school plan.</li><li>Promoted the school and facilities to be used creatively to meet a broad range of student learning interests and needs</li></ul>	\$806 – casual relief \$241 – professional learning
Improved teacher and school leader capacity to support sustainable school improvement and student learning, as measured through increased number of leadership opportunities and surveys	<ul style="list-style-type: none"><li>Fostered leadership potential in all students through added responsibility in the school (eg roster of roles each week)</li><li>Student leaders continued more active roles in school assemblies</li><li>Student leaders attended the National Young Leaders conference in Sydney in term one</li><li>Collaborated and shared with school leaders in local school networks, the Monaro Education Group and the Monaro Small Schools Network, to support school's own programs.</li></ul>	\$674 - Young Leaders & Cooba Camp \$996 - Small schools visits

<p>Maintain or increase parent involvement in whole school planning and evaluation, currently 3 families.</p>	<ul style="list-style-type: none"> <li>Established systems and practices to promote authentic community involvement in school planning and evaluation</li> <li>Developed and maintained communication pathways with the community, utilising the school newsletter, school enews app, school website, and facebook page, as well as informative flyers and platforms for verbal communication.</li> <li>Established a classroom website which gives families a stronger link to what is happening in the classroom, so that they can have a more relevant and confident input when asked about school planning directions.</li> </ul>	<p>\$555 - school enews, and weebly</p>
---	---	---

**Next steps**

Our performance measures for this direction, will remain unchanged, as upon reflection we have only just begun on our journey in these areas, particularly in increasing parent involvement in the consultative and planning aspects for whole school planning. We have laid some ground work by stronger communication tools and will now further develop an understanding with the parents regarding the school’s learning culture. The HOW2Learn initiative will help to promote this and will be an effective use of school resources. Stronger Smarter professional learning which will be undertaken on a leadership level early in 2016 will also be a key program to equip school leaders to have challenging conversations with staff and actively engage the school community to have high expectations relationships, promote positive identities and excellence in schools.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Socio-economic funding</b>	This money was used to help with classroom resources, such as a literacy reading box, literacy and maths games, and subscriptions to Mathletics and Reading Eggs, which positively impacted on student learning as reflected in literacy and mathematics data. The resources also impacted on student engagement.	\$2482
<b>Low level adjustment for disability funding</b>	This funding was used to provide extra teacher time for students, by doing this we were able to have smaller groups for literacy and numeracy, with groups arranged so that the individual needs of those students were being met. This funding also assisted in staff being able to allocate time for collaboration, reflection and planning.	\$12440
Other school focus areas	Impact achieved this year	Resources (annual)
<b>L3</b>	The implementation of L3 pedagogy not only has impacted on the growth in literacy for kindergarten and stage 1 students as the data has reflected, but also stage 2 and 3 students as the L3 pedagogy has changed the way we teach Literacy to all students in the school. We have also noticed that the L3 pedagogy is used in other learning areas and is advantageous in the incorporation of the learning strategies.	\$7410
<b>Stephanie Alexander Kitchen Garden Program</b>	The Stephanie Alexander Kitchen Garden Program has been successful in maintaining student engagement, and has boosted community involvement in the school, particularly with the addition of a pizza oven, which was built with parents and community, using local materials, such as clay sourced from a nearby farm. Our regular pizza nights are well supported by the community and the money raised from these evenings helps to support the program.	\$3486
<b>School Wifi Upgrade</b>	In 2015 we invested in upgrading the school's wifi network, as the demand on the network had grown greater than what the old system could support. The wifi network is an essential tool in supporting student learning and is accessed by all students and staff.	\$1915

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	17	19	14	12	11	9	12
Female	10	12	10	7	7	9	8

### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.8	97.5	94.2	95.1	96.9	75.8
	1	96.5	96.5	97.5	96.3	94.5	93.7
	2	97.9	97.1	95.9	96.3	96.4	93.3
	3	94.5	96.7	96.2	98.1	98.9	98.9
	4	97.9	92.9	98.9	99.4	95.7	93.3
	5	97.1	96.6	94.8	100.0	96.7	96.7
	6	89.7	93.2	96.7	96.3	na	73.3
	<b>Total</b>	<b>95.1</b>	<b>95.6</b>	<b>96.1</b>	<b>96.7</b>	<b>96.3</b>	<b>87.5</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Classroom Teacher(s)	0.63
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.084
Itinerant Teacher of Visual Disabilities	0.4
School Administrative & Support Staff	0.676
Total	2.89

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Adaminaby Public School has no staff members who identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

### Professional learning and teacher accreditation

Professional learning opportunities were available to staff, and they participated in a range of learning including L3 kindergarten, L3 Stage 1, TEN and Stephanie Alexander Kitchen Garden workshops.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	47752.37
Global funds	55519.70
Tied funds	55215.29
School & community sources	17029.52
Interest	1255.63
Trust receipts	3018.17
Canteen	0.00
Total income	179790.68
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5270.90
Excursions	3261.82
Extracurricular dissections	18560.84
Library	2235.32
Training & development	1869.51
Tied funds	46970.85
Casual relief teachers	2075.02
Administration & office	17800.05
School-operated canteen	0.00
Utilities	8362.56
Maintenance	4059.95
Trust accounts	3018.17
Capital programs	11086.36
Total expenditure	124571.35
<b>Balance carried forward</b>	55219.33

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Parent/caregiver, student, teacher satisfaction

- Teachers have reflected that they have provided sufficient opportunities for students to acquire, practice and apply knowledge and strategies.
- Teachers feel that assessment data gathered throughout the year is used as a basis for teaching, and guides the learning intentions of lessons.
- Parents are satisfied with the support students are being given in Numeracy and Literacy.
- Some parents report not understanding how some strategies in maths are taught
- Parents acknowledged that the parent page on the classroom website was useful in gaining information and connecting them in a more relevant way to what students are doing in the classroom.
- Student observation has demonstrated that engagement during independent and group activities is evident.
- Teachers have noted that the classroom environments cater for a wide range of learning styles and a variety of teaching strategies are evident.
- Students have said that they feel supported at school both in and out of the classroom.
- Student feedback suggests that they love the Adaminaby Achiever program.

## Policy requirements

### Aboriginal education

The teaching of Aboriginal perspectives is imbedded in the teaching and learning activities in all units of work. The staff and students have worked to include an Aboriginal focus in as many aspects of school life as possible.

The acknowledgement of the Ngarigo people, the traditional owners of the land, is an integral part of all assemblies and special functions. The Aboriginal flag is flown each day.

## **Multicultural Education and Anti-racism**

The children in all stages throughout the school develop understandings, attitudes, values and knowledge of multiculturalism through integrated units (English, HSIE, Personal Development and CAPA). These integrated units focus on the cultural diversity, acceptance and respect of personal differences and promote tolerance.

## **Other school programs**

### **Sport**

All students are encouraged to participate in Physical Education and Sport activities. All students participate in a whole school fitness program, with a focus on increasing the fitness levels of all students through the practice of Fundamental Movement skills.

A daily healthy snack is encouraged during the morning learning session.

Our school participates in the local PSSA swimming, athletics and cross-country events. At a district and regional level our students are members of the Rivers PSSA team. In 2015 relay teams representing Adaminaby Public School competed in swimming and track at both the State Swimming Carnival and the State Athletics Carnival.

All students had the opportunity to participate in a skiing program at Selwyn Snowfields and Thredbo in term 3.

Students competed in the Southern NSW / ACT Regional Interschools competition at Perisher Blue, with one team qualifying for the State Interschools competition.

In Terms 1 and 4 students from K-6 participated in weekly swimming lessons with a local swim school.

### **Stephanie Alexander Kitchen Garden Program**

Students at Adaminaby Public School participated in the Stephanie Alexander Kitchen Garden Program in 2013. The program gave children the opportunity to change the way that they approached and thought about food by having them participate in hands-on gardening and cooking classes, giving them the skills and understanding they need to enjoy a lifelong, positive relationship with food that extends to the family and school community. In addition to this, students enjoyed the far-reaching benefits of pleasurable food education. These benefits

included engagement of reluctant learners, increased social skills, teamwork and self-esteem in our students. Taking part in the Program also reinforced their academic learning across all curriculum areas via the rich medium of the garden and kitchen spaces.

### **Woodwork**

Students were involved in weekly woodwork classes, thanks to a local volunteer, who shared her skills with the students. Students made key holders and bird houses and were involved from the design process through to completion.

### **Monaro Small Schools Network**

Adaminaby Public School is a member of the Monaro Small Schools Network (MSSN). The majority of member schools are also supported through the Country Areas Program.

The MSSN met at least once per term which has enabled the member schools to develop and share:

- Teaching and assessment resources
- Develop shared strategic plans to facilitate the development of common targets
- Shared Interactive White Board resources and ideas

As part of this network students from small schools participate in activities together, taking turns to visit other schools.